

MONTANA READING EXCELLENCE ACT PROGRAM

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MONTANA READING EXCELLENCE ACT PROGRAM

DEFINITIONS

Core Reading Program	<p>An instructional program, based on SBRR, which requires all of the following in order for teachers to be able to instruct children on how to derive meaning from print:</p> <ol style="list-style-type: none">1. The skills and knowledge to understand how phonemes, or speech sounds are connected to print.2. The ability to decode unfamiliar words.3. The ability to read fluently.4. Sufficient background information and vocabulary to foster reading comprehension.5. The development of appropriate active strategies to construct meaning from print.6. The development and maintenance of a motivation to read.
Family Literacy Services	<p>Services provided to participants on a voluntary basis that are of sufficient duration, to make sustainable changes in a family, and that integrate the following activities:</p> <ol style="list-style-type: none">1. Interactive literacy activities between parents and children.2. Training for parents regarding how to be the primary teacher for their children and full partners in the education of their children.3. Parent literacy training that leads to economic self-sufficiency.4. An age-appropriate education to prepare children for success in school and life experiences.
Local Reading Improvement Subgrants	<p>Grants are awarded on a competitive basis to:</p> <ol style="list-style-type: none">1. Local districts that have at least one school in Title I School Improvement status,2. Districts with the highest or second highest number of poor children in the state, or3. Districts with the highest or second highest percentages of poverty in the state.
Montana Reading Content and Performance Standards	<p>Refer to http://www.opi.state.mt.us/</p>
NRP Findings National Reading Panel	<p>An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction.</p>
REA Reading Excellence Act	<p>The Reading Excellence Act program was designed to provide children with the readiness skills and the support they need to learn to read once they enter school; teach every child to read by the end of the third grade; and use research-based methods to improve the instructional practices of teachers and other instructional staff.</p>
SBRR	<p>The application of rigorous, systematic, and objective procedures to obtain valid knowledge.</p>

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DEFINITIONS

Scientifically Based Reading Research	<p>Relevant to reading development, reading instruction, and reading difficulties. To meet the definition, the research must:</p> <ul style="list-style-type: none">• Employ systematic, empirical methods that draw on observation or experiment;• Involve rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn;• Rely on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and• Have been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective, and scientific review.
Six Dimensions of Reading	<ul style="list-style-type: none">• Phonemic awareness• Phonics• Vocabulary• Fluency• Comprehension• Motivation
Supplemental Reading Program	<p>A program that is based on SBRR, which enhances or supplements the core reading program in the following areas:</p> <ol style="list-style-type: none">1. The skills and knowledge to understand how phonemes, or speech sounds are connected to print.2. The ability to decode unfamiliar words.3. The ability to read fluently.4. Sufficient background information and vocabulary to foster reading comprehension.5. The development of appropriate active strategies to construct meaning from print.6. The development and maintenance of a motivation to read.
Support Staff	<p>Individuals who have responsibility for teaching children to read.</p>

MONTANA READING EXCELLENCE ACT PROGRAM

STAFF SURVEY

Name:

Address:

E-mail address:

Telephone numbers:

School:

Present teaching assignment:

Previous teaching assignment(s):

Education: (degrees, institutions, years attended)

Use the following scale to rate your present knowledge level, your confidence in implementing instruction, and your interest in obtaining further knowledge and experience in the following literacy areas. **NOTE:** These are areas of focus in all Reading Excellence Act (REA) programs across the country.

1													2				3				4			
little knowledge little confidence little interest													basic knowledge some confidence some interest				more than average knowledge more than average confidence high level of interest				extensive knowledge extremely confident extremely interested			
					Knowledge					Confidence					Interest in Learning More									
1. Phonemic Awareness					1234					1234					1234									
2. Phonics					1234					1234					1234									
3. Vocabulary					1234					1234					1234									
4. Comprehension					1234					1234					1234									
5. Fluency					1234					1234					1234									
6. Motivation in Learning					1234					1234					1234									

List the professional development activities and/or educational experiences in which you have participated over the last few years.

There are a number of professional activities associated with Montana REA partnership. In which of the following are you interested in being involved?

☐ Masters program in literacy

☐ Literacy Leader or Mentor

☐ Graduate courses toward literacy

☐ Other (please explain) _____

What are the kinds of time commitment that will best suit your professional development needs?

(Rank in order from first to last.)

_____ Daily on-line work

_____ Summer courses

_____ Weekly school team meeting

_____ After school courses

_____ Reading 25-50 pages per week and then meeting with colleagues to discuss content

_____ Other (please explain) _____

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STAFF COMMITMENT AND SUPPORT FORM

By signing this sheet, I indicate my willingness to collaborate in a sincere, schoolwide effort to examine all facets of our program that will involve professional development, coaching, and a focus on creating a culture of literacy in the school.

School Name:

[illegible]

Please duplicate this page as necessary for each school.

MONTANA READING EXCELLENCE ACT PROGRAM

WORKSHEET NO. 1 FOR ALIGNING GRANT APPLICATION WITH REA'S SIX DIMENSIONS OF READING

REA Definition of Reading:*Phonemic Awareness*

The skills and knowledge to understand how phonemes, or speech sounds are connected to print.

Phonics

The ability to decode familiar words.

Fluency

The ability to read fluently.

Vocabulary

Sufficient background information and vocabulary to foster reading comprehension.

Comprehension

The development of active strategies to construct meaning from print.

Motivation

The development and maintenance of a motivation to read.

NOTE: This worksheet is to assist you in aligning your application with REA's definition of reading. It should not be handed in with the application. Copy as needed.

MONTANA READING EXCELLENCE ACT PROGRAM

KINDERGARTEN CURRENT CORE READING PROGRAM

Core Reading Program	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation
Supplemental Programs	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation

MONTANA READING EXCELLENCE ACT PROGRAM						
FIRST GRADE CURRENT CORE READING PROGRAM						
Core Reading Program	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation
Supplemental Programs	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation

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SECOND GRADE CURRENT CORE READING PROGRAM

Core Reading Program	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation
Supplemental Programs	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation

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THIRD GRADE CURRENT CORE READING PROGRAM

Core Reading Program	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation
Supplemental Programs	Phonemic Awareness	Phonics	Fluency	Vocabulary	Comprehension	Motivation

MONTANA READING EXCELLENCE ACT PROGRAM

PROFESSIONAL DEVELOPMENT IDEAS

Professional Development Opportunities	Training
Reading Workshops Classes created by teachers for teachers to meet the many needs of the staff.	The Reading Coach and expert reading teachers instruct the staff based on needs determined by the staff survey.
Collaboration with Colleagues Teachers will be given release time to collaborate with the Reading Coach.	The Reading Coach will mentor fellow staff members in the six dimensions of reading/REA's definition of reading.
Teacher Visitations Teachers will have the opportunity to visit classrooms of expert reading teachers to observe their instructional practices.	The Reading Coach will schedule visitations and arrange training based on the observations during the visitation.
Reading Mentors Teachers who are experts in one of the six dimensions of reading will receive release time to assist less proficient staff members.	The Reading Coach will determine and schedule the mentoring sessions.
Learning Teams A school-based study group or learning team where teachers will rely on one another for support reflections, increasing understanding of the theory and rationale for the new content and instruction. (This can be based on trainings or reading materials approved by the Reading Coach.)	The Reading Coach will determine the learning teams based on the staff survey and observations/discussions during and after trainings.
Graduate Classes	Teachers, with assistance from the Reading Coach, can take graduate-level courses, which fall under the six dimensions of reading.

MONTANA READING EXCELLENCE ACT PROGRAM

EQUITABLE PARTICIPATION

1. Barriers to Equitable Participation

Barriers that could impede equitable access or participation in the Title Programs are gender, race, national origin, color, disability, age, poverty, dysfunctional families, changes in the family or in employment of family members, and isolated rural location. Since the ethnic heritage among community members is very similar, there is little cultural diversity. Barriers such as race, national origin, and color are few in number, if any. Everyone speaks English. There is really not a gender problem because nine out of 11 math and science teachers are women. In grades eight through 12, 86 boys are taking science, while 82 girls are taking the same science classes as the boys.

2. Objectives to Ensure that Every Child Can Learn

3. Strategies for Achieving Equitable Participation

There are various equitable access barriers due to disability, age, poverty, dysfunctional families, changes in the family or employment of family members, and isolated rural location. Some of the steps the districts propose to ensure equitable access to, and participation in, activities for students, teachers, and other beneficiaries with special needs are:

- a. Increase parent/community involvement by considering schedule flexibility and developing a cadre of volunteers such as teachers, community volunteers, and students.
- b. Provide some high quality professional staff development during the evening and invite the parents and interested public to attend.
- c. Encourage visible off-site staff participation in non-school community activities.
- d. Identify and remove physical barriers.
- e. Expand opportunities for girls to participate in math and science programs by offering to take a bus to an "Expanding Your Horizons in Math and Science" program for girls.
- f. Implement high-quality professional development that is designed to ensure equitable and quality education for girls, young women, minorities, individuals with disabilities, and the economically disadvantaged to achieve content and student performance standards.
- g. Promote activities to train teachers in innovative instructional methodologies designed to meet the diverse learning needs of individual students, integrating vocational and academic learning.
- h. Encourage all students to take as many math and science classes as they can.

MONTANA READING EXCELLENCE ACT PROGRAM

EQUITABLE PARTICIPATION

Our district does not tolerate the failure to serve the needs of all students. It is assumed that all students can show progress toward our learner goals through time with professional and family support. Recognizing this fact, our high expectations for student achievement are based on a flexible approach to rate of learning and differential learning styles.

To fulfill the maxim that “all students can learn,” we recognize these barriers to high student performance:

- A. Social economic factors
- B. Changes in the family unit and/or employment
- C. Isolation in rural areas
- D. Staffing and staff training in rural settings
- E. Handicapping conditions
- F. Gender specific bias
- G. Small school setting

To overcome these barriers, we have identified the following objectives to ensure that all students can learn:

- A. Strengthening school leadership toward these objectives
- B. Early intervention
- C. Comprehensive staff development directed toward effective teaching strategies for all students
- D. Increased parental participation
- E. Community commitment to excellence for all

We will employ the following strategies toward achieving these objectives:

- A. Increase parent/community involvement by:
 - 1) Flexible meeting schedule
 - 2) Developing a cadre of volunteers
 - 3) Parent participation on committees
 - 4) Parent groups
- B. Visible off-site staff participation in non-school community activities;
- C. Identification and removal of physical barriers;
- D. Expansion of compensatory programs; and
- E. Expansion of opportunities for girls to participate in math, science and all other programs.

All students, teachers and other beneficiaries of district programs are ensured equal opportunity to participate in those programs. The district will make a systematic effort to guarantee that all teachers equally benefit from professional development opportunities. Strategies employed to guarantee high student success will also be used to guarantee access and success among teachers and other beneficiaries and ultimately all our students.

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EQUITABLE PARTICIPATION

XYZ system is committed to a policy of educating children for living by helping them to develop an awareness and appreciation for the achievements, problems, and aspirations of all people in our culturally diverse society.

The school system shall establish and maintain an atmosphere in which all persons can develop attitudes and skills for effective, cooperative living.

The school system shall continue to promote good human relations by removing all vestiges of prejudice and discrimination in employment, assignment, and promotion of personnel; in location and use of facilities; in curriculum development and instructional materials; and in the availability of programs for children.

Toward this end, we recognize these barriers to high student performance:

- A. Culture of poverty
- B. Changes in the family unit and employment
- C. Isolation of small schools in rural settings
- D. Limited staff development opportunities
- E. Limited technology resources
- F. Gender specific bias

The following objectives have been identified to ensure that all students will meet high expectations:

- A. Strengthening school leadership
- B. Providing early intervention
- C. Planning for comprehensive staff development directed towards strengthening effective teaching strategies
- D. Increased parental participation
- E. Community support and commitment to excellence

The following strategies will be employed toward reaching these objectives:

- A. Increase parent/community involvement by:
 - 1) Home contacts
 - 2) Flexibility of scheduling
 - 3) Promotion of community volunteers
- B. Expansion of compensatory programs
- C. Expansion of curricular offerings through technological advancement

All students, teachers, and other beneficiaries of district programs are ensured equal opportunity to participate in those programs. The district will make a systematic effort to guarantee that all teachers equally benefit from professional development opportunities. Strategies employed to guarantee high student success will also be used to guarantee access and success among teachers, other beneficiaries, and ultimately to all of our students.